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No. 1.

BEGINNERS' READERS.

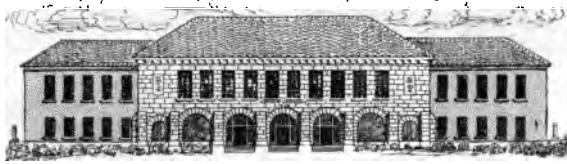
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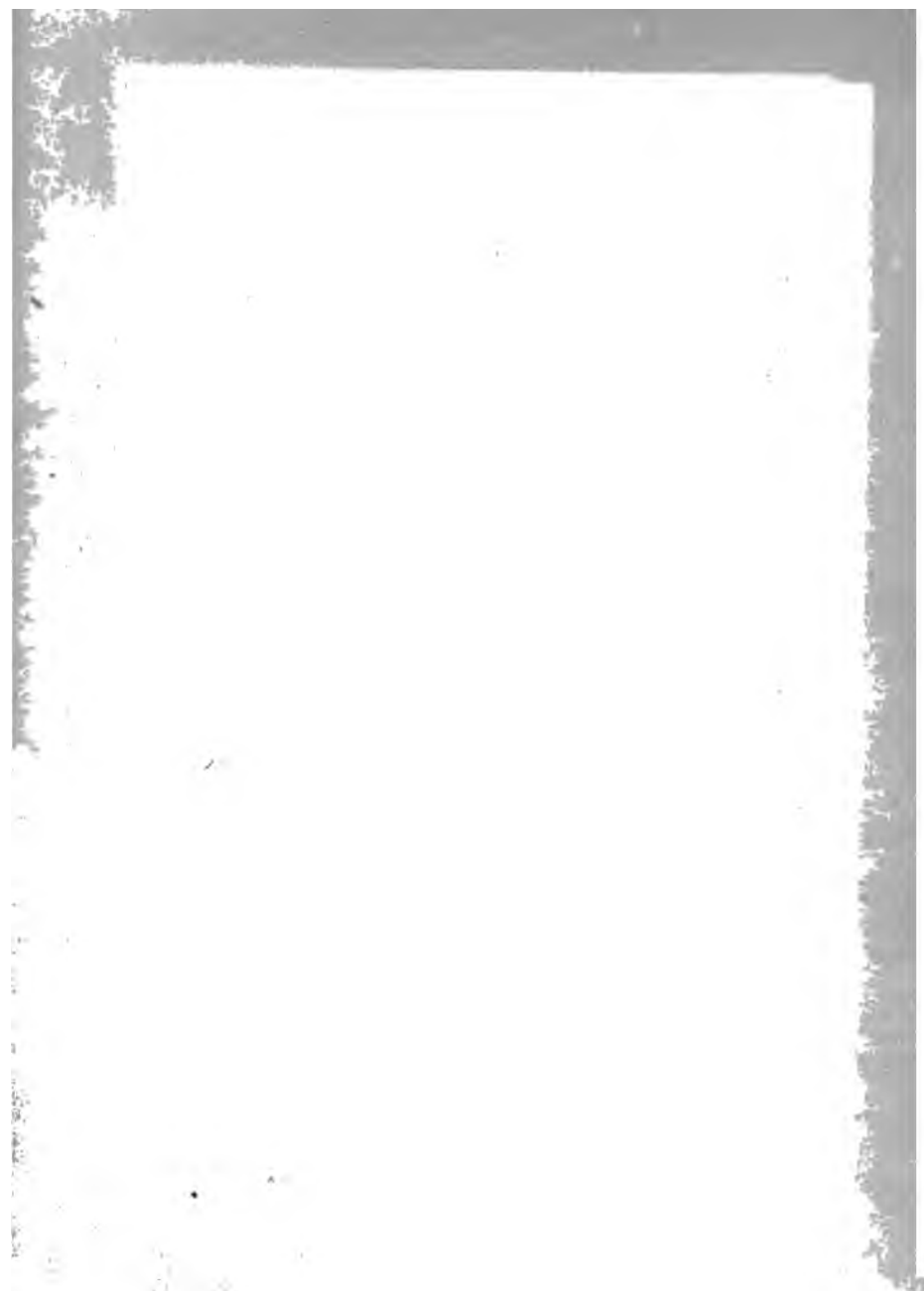
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THE
BEGINNERS' READERS

No. I.

BY
HELEN M. CLEVELAND



THOS. R. SHEWELL & COMPANY
BOSTON NEW YORK CHICAGO

588272



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PREFACE.

EXPERIENCE teaches that sixty different words are all a child, especially a non-English speaking child, can learn to *recognize, pronounce, and write* the first term.

The scholarly authors of several series of readers have given the higher grades model text books, but they have found it difficult to bring their trained minds and rich vocabularies down to the crude intellect and few lisping words of a five-year-old child, so the First Readers contain several hundred different words,—some of them five and six hundred,—and ought to be used for later work. The sight-reading in this little book contains only sixty different words and is mostly in the natural or conversational form. As the new words are introduced they are placed above the lesson.

There are no little stories, because they require too many words for our present purpose. There is some repetition of phrases, and the limited vocabulary does not admit of much beauty of expression; but a wholly untaught intellect can only grasp the crude and simple, and the young child needs

to repeat until he knows. The only merit our little book claims is, that it aims to adapt itself to the mental strength of the little student. There are never more than two new words introduced into one lesson, and many sentences for practice. This book grew out of the difficulties the author encountered in teaching non-English speaking children to read.

She hopes it may help other teachers in the same work.

CONSONANTS AND SPELLING BY SOUND.

Attention to consonants will lead to clear enunciation.

Consonant, we are told, means to sound with, to blend, to harmonize one sound with another, but it suits our purpose to consider a consonant a separator.

By quick change of the vocal organs one vowel sound is stopped so the voice can be in readiness to produce another.

Example: sō fā. The *ō*, flowing freely from the mouth, is stopped by bringing the upper teeth to the lower lip in the formation of consonant *f*. Then, by another change, the vowel *ā* is made.

The dividing line between *ō* and *ā* is *f*. Leave that out, and all the sound left is a meaningless mingle of the two vowels.

In many pupils the vocal organs are not accustomed to rapid change of position, so the voice glides lazily from one vowel to another. There has been no separation, hence no clearly enunciated word.

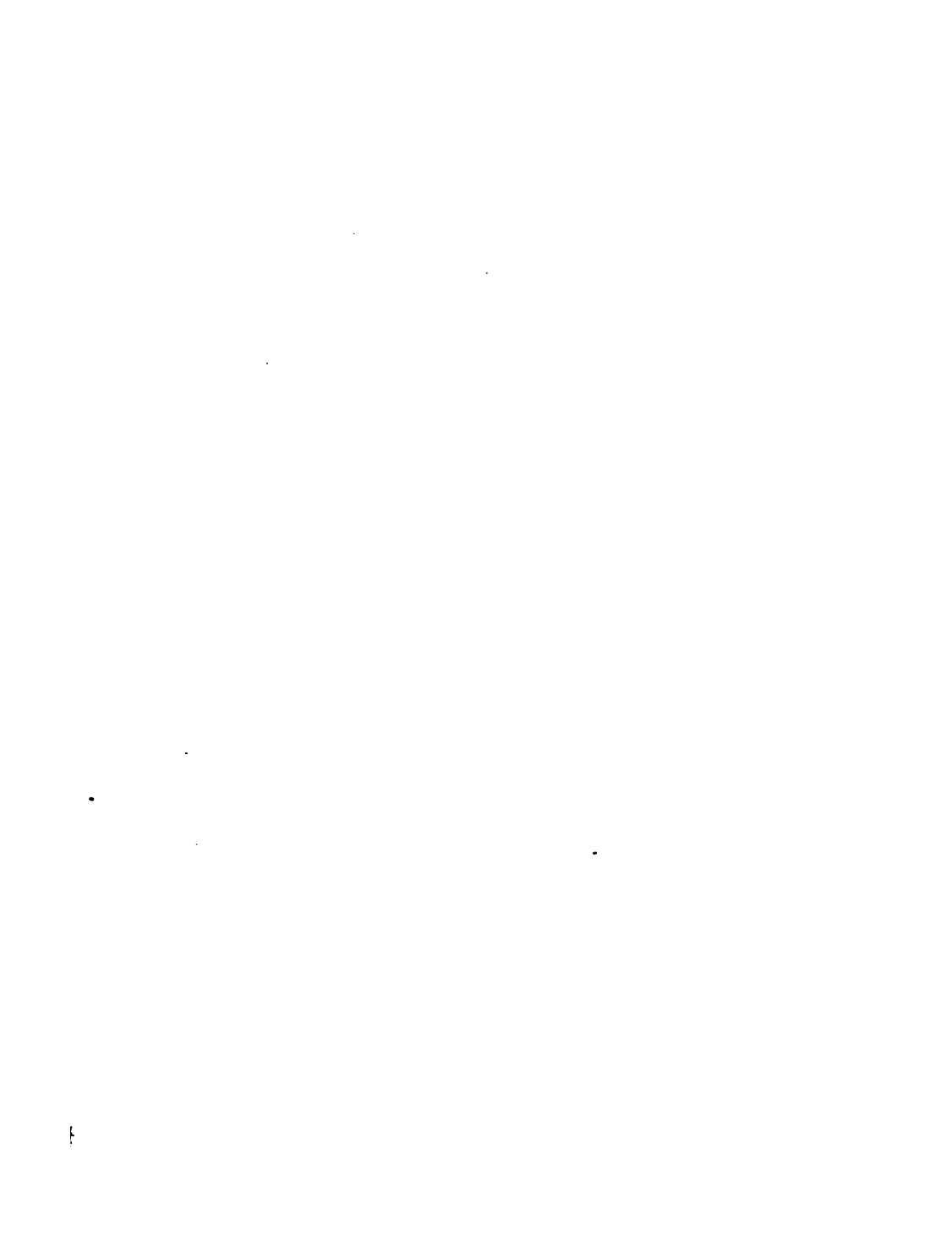
The vocal organs must become accustomed to correct and rapid change by some kind of training. Spelling by sound will lead to correct placing of the organs and flexibility; therefore it is recommended.

Concert exercises are economy of time. The teacher's voice should be the model, and her ear detect the special need of each child.

The teacher who is not accustomed to separating words into their elementary sounds will soon become so, by speaking the word slowly and naturally, and noticing the position of the vocal organs as she utters the different parts of the word. *Example: at, ă t.* Notice the position for *ă*, for *t*; then utter the sounds alone.

H. M. C.

Boston, August, 1894.





BLACKBOARD EXERCISE.

Talk with the pupil about the picture in Lesson II.

Lead him to say, "I see a man." Write the sentence on the board, and lead the pupil to read it. When he becomes so familiar that he instantly recognizes the whole expression, call attention to the parts.

Write *I see* in one place, *a man* in another, and require the pupil to name.

Write the words in a column, and have him find one, then another, until every word is instantly recognized.

<i>I</i>
<i>man</i>
<i>see</i>
<i>a</i>

Next have the pupils in concert utter the elementary sounds of *man* and *see*. Write them on the board for the pupil to copy.

Do not hurry. Be sure your class knows all you can teach it about one lesson before you begin another.

Take time to cultivate a soft, clear tone. The mouth should be opened *properly*. It is not an uncommon thing to see a pupil shut his teeth tightly together, and try to open his mouth by stretching it in the direction of his ears. This sort of open mouth gives *ä*, where the full, rich *ä* is required.



Hints.— Do not allow the pupil to read one lesson until he knows it so well that he sing-songs it. Drill on the *words*. If they are familiar, he will read easily and naturally. Practise writing *man* and *see*.

WORDS ALREADY USED.

I a man see



I see a man.

See a man.

man see.

I see.

a man.

man see
I a

Hints.—Blackboard drill on *recognizing, pronouncing, and uttering* the elementary sounds. Use one of the pupils' hats to talk about. Teach *the* with *hat*. Pronounce *thû* before consonant *h*. (See Webster's Dictionary.)

NEW WORDS.

the hat

I see a hat.
I see the hat.
I see a man.
I see the man.
See the man.
See the hat.
See a man.
See a hat.



A hat.	A man.
The hat.	The man.



Hints.— Review from the blackboard, and by having the pupil find the words already taught as you name them, *a — hat — man — the — see — I.*

NEW WORDS.

on can

Can I see a hat on the man?

I can see a hat on the man.

Can I see the man?

I can see the man.

Can I see a hat?

I can see a hat.

Can the man see the hat?

The man can see the hat.

Can I see a man?

I can see a man.

The hat.

I see.



Hints.—By this time the pupil should recognize and pronounce all the ten words he has been taught. Teach *boy* and *and* by blackboard drill, and talk with the pupil.

NEW WORDS.

boy and

Can I see the boy and the man?

I can see the boy and the man.

Can I see a hat?

I can see the hat on the boy.

Can I see a hat on the man?

I can see a hat on the man.

Can the man see a hat on the boy?

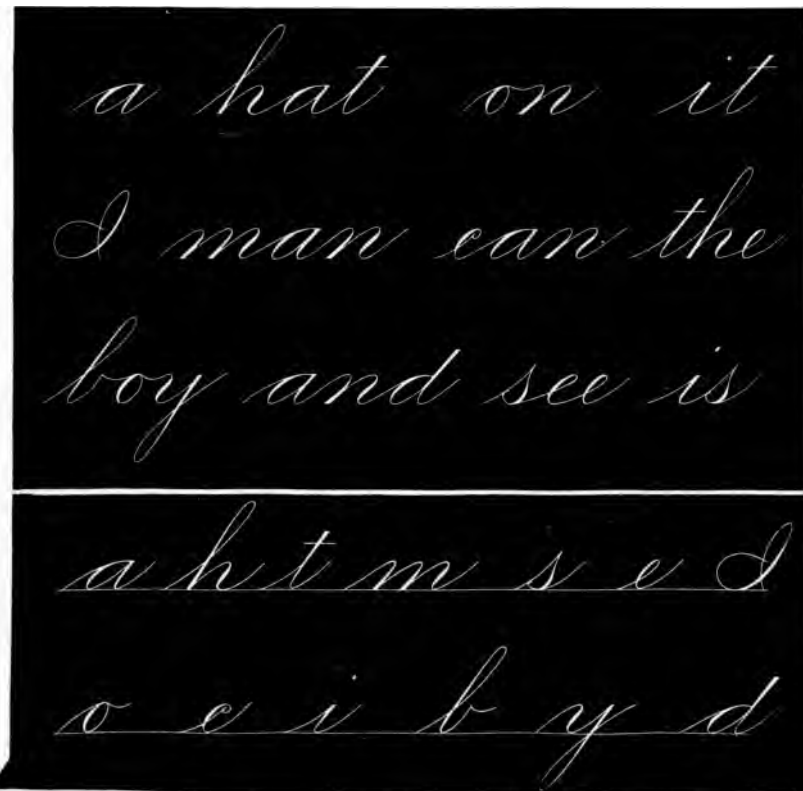
The man can see the hat on the
boy, and the boy can see a hat
on the man.

See the man.

See the boy.



The pupil has become somewhat familiar with the script letters in writing the words, but has not heard them named yet. Generally the names will be learned incidentally; but, if the teacher wishes, she can introduce them in various ways. Write two columns. Call attention to the common letter that has been omitted in the second column. Let the pupil attempt to make it. Then name it.





Hints. — Separate *it* and *is*, so the pupil will not combine the thought and sound into *tis*.

NEW WORDS.

it is

Is it a boy I see?

Can I see the hat on the man?

I can see it on the man.

Is the hat on the boy?

I can see it on the boy.

Can the boy see a hat on the man?

The boy can see it on the man.

Is the man's hat on the boy?

The boy's hat is on the boy, and the
man's hat is on the man.

Can the man see the boy's hat?

The man can see the boy's hat on
the boy.



Hints.—Teach *man's* from *man* by blackboard drill and talk with the pupil.

Require the pupil to say *nōse*, not *nŭz*.

NEW WORDS.

nose eyes

I can see the man's eyes.

Can the boy see the man's eyes?

The boy and I can see the man's eyes.

Can I see the man's nose?

I can see the man's eyes and nose.

The man can see the boy, and the hat on the boy.

The boy can see, and I can see.

The boy can see the eyes and the nose.

I can see the eyes and the nose.



Hints. — Teach *eye* from *eyes*. Teach *ha/s* from *ha/t* by sound, and by leading the pupil to use the word until the meaning is clear to him.

NEW WORD.

has

Has the boy a hat on?

The boy has a hat on.

Has the boy eyes and a nose?

The boy has eyes and a nose.

Can the boy see the hat?

The man can see it.

Is it the man's hat?

The man has a hat and the boy
has a hat.

Has the boy the man's hat on?

The boy can see the man's hat.

The man has it on.

The man can see the boy's hat.



Hints. — Drill on the pronunciation of *with* until the pupil is accurate. For the *th* sound have him put the tongue between the teeth. Do not allow *wid* for *with*.

NEW WORD.

with

The boy can see the man with the
hat on, and I can see the man
with the hat on.

The boy is with the man.

I can see the boy with the man,
and the man with the boy.

The boy with the man has eyes
and can see.

The man with the boy has the
boy's hat.

Has the boy the man's hat?

The man has it on.



Hints. — Teach the new word as before, and review. Use the real object in teaching when you can ; it is better than a picture.

NEW WORD.

girl



I can see a girl with a hat on.
The girl has eyes and a nose.
The girl can see the boy with the
man.



Can the boy with the man see the girl?

The boy and the man can see the girl.

The boy can see the hat on the girl,
and the girl can see the boy's hat.

Has the girl the boy's hat?

The boy's hat is on the boy, and
the girl's hat is on the girl.

Is the girl with the man?

The boy is with the man.

girl	with	man
where	nose	eyes
see	it	has



Hints.— Teach *me* from *see* by sound, *m/e*, *s/ee*. Teach *bird* as before.

NEW WORDS.

me bird



The girl and the boy can see a bird.
The bird has eyes, and can see me.
Can the boy see me?
The boy can see me and the bird.
The man can see me and the bird.



Can the bird see the man and the boy?

The bird can see the man, and the boy with the man.

The boy can see me.

See me with the bird!

It is the man's bird.

Can the man see me with the bird?

The man is with the boy, and can see me with the bird.

Has the boy a bird?

The boy has a bird.

Is it the boy's bird?

The bird I see is the girl's bird.

Is the bird on the boy's hat?

The bird is with the girl.



Hints.—Lead the pupil to use *where* until he pronounces it correctly. Have him find it in the lesson and direct his attention to it on the board until he instantly recognizes its written and printed form.

NEW WORD.

where

Where is the hat? The hat is on the man. Where is the bird? The bird is with the man.

Is the man's hat where I can see it?

The man's hat is where I can see it.

Is the hat where the boy and girl can see it?

The man has the hat on, and the boy and the girl can see it. Where is the man, where is the girl, and where is the boy?



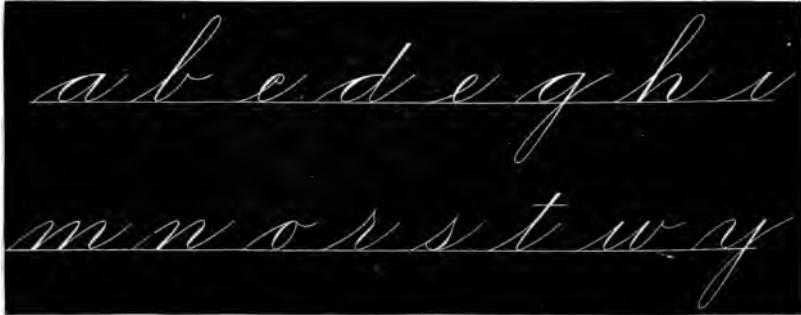
Review all the words given so far with special reference to *recognizing, pronouncing, and writing.*

Concert review of the elementary sounds.

WORDS USED.

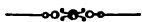
a	can	boy	bird
hat	it	has	where
man	and	with	on
see	nose	girl	eyes
I	me	the	is

THE LETTERS THEY CONTAIN.



VOWEL SOUNDS.

ā ă ē ĭ ī ō. o (boy), ī (bird), ê (where).



Hints. — Talk about the picture in Lesson XII. Let the pupil use *in* and *on* until he knows the difference.

NEW WORDS.

in cage

Where is the bird? The bird is in the cage. I can see the cage, and the bird in it.

Can the boy see the bird in the cage? The boy and the man can see it in the cage.

Is the boy in the cage with the bird?

The boy is with the man.

The bird in the cage is the boy's bird.

The man's bird is on the man's hat.

Hints. — Write the words previously taught on the board for review, and, as you name them, have the pupils find them in their books. Teach *have* as before.

NEW WORD.

have

It is a bird, and I can see it in a cage. The bird has eyes, and it can see me.

The girl, the boy, the man, and the bird have eyes, and can see.

The girl, the man, and the boy have a nose.

Can the man and the boy see the bird in the cage?

The girl and the boy can see the bird in the cage, and on the man's hat.



Hints. — Let a big boy and a little boy stand on the platform, and lead the class to use the words *big* and *little* in talking about their size.

NEW WORDS.

big little

Where is the big boy? The big boy is with the little boy. Is it a big boy and a little boy I see? It is.

I can see a big girl and a little girl. The big girl has a bird. The little boy and little girl have a bird.

The big girl is with the little girl, and the big boy is with the little boy.

The big boy has a hat on.



Hints.— See that *dog* is pronounced correctly. Some pupils will say *dorg* or *darg* for dog.

NEW WORD.

dog



Has the girl a little and a big dog?
The girl has a little, and the boy
has a big, dog.

The little dog has eyes, and can
see the girl.

Where is the dog? Is the dog in
the cage?



The bird is in the cage, and the
dog is with the boy.

Has the man a little dog?

The man has a big dog and a little
bird. The bird is in a cage.

Where is the man's big dog?

The man's big dog is with the boy.



LESSON XIX.

Hints.— With one of the pupils for an object, talk with the pupils until they are familiar with the words *ear* and *ears*.

NEW WORD.

ears

The dog has ears, and the man has
ears.

Has the girl ears? The girl has



ears. Has the boy ears? The boy has ears.

Can I see the girl's and the boy's ears? I can; and I can see the dog's ears.

Has the man big ears?

The man has little ears, and the dog has big ears.

Where are the dog's ears?

The dog's ears are on the dog.

The girl and the boy have little ears.

The little dog is with the girl.

Where is the big dog?

The big dog is with the big boy.

I can see the dog and the boy.

The dog has the boy's hat.



Hints. — Drill the class in concert on the pronunciation of *this*.

For the sound of *th* have them put the tongue between the teeth.

NEW WORD.

this

Is this big boy with the little boy?

The big girl is with this boy.

Is this the man with the hat on?

The man with the hat on is with
the boy.

Is this little girl with the big boy?

The little girl is with the little boy,
and the big boy is with the
man.

Is the little girl's bird in the cage?

The little girl's bird is in the cage.

This bird is little.



Hints. — Teach *play* as before. Teach *playing* from *play* by leading the pupil to use both forms until he is familiar with them.

NEW WORDS.

play playing

See the boy playing with the little dog.

Can the girl and the man play with the little dog? The girl can play with the little dog, and the man can play with the big dog. The big dog is with the man and the girl.

The boy is playing with the big dog's ears.

Big dog, big dog, play with me, and play with the little boy.



Review with special reference to the elementary sounds.

hăt	cāge	with	bīrd
măn	see	īn	gīrl
căn	mē	bīg	nōse
ănd	īt	līttle	ŏn
hăs	īs	thīs	dŏg

WORDS ALREADY TAUGHT.

a	is	girl	little
hat	and	bird	dog
see	nose	me	ears
the	eyes	where	this
I	boy	cage	on
can	has	in	it
	with	big	

Note. — Take time here to give special drill on pronunciation and elementary sounds.



Hints.—Review the words in Lesson XXII. Teach *its* from *it*.

The boy is playing with the girl,
and the man is playing with
the dog. See the man play with
the big dog, and the girl play
with the little dog.

The little dog is playing with the
big dog's ears, and the dog is
playing with the boy's hat.

The girl can play with the little
bird in its cage.

The bird is playing with the girl.
See it play.

See the big dog play with the boy's
hat.

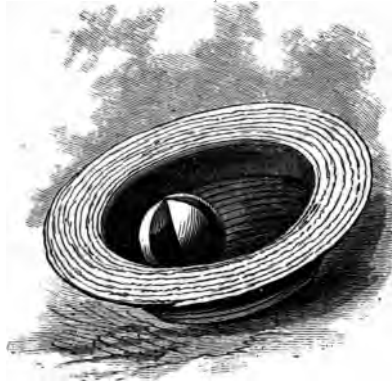
See the little dog play.



Hints. — Get a ball and put it in a hat. Blackboard drill and talk as before.

NEW WORDS.

ball will



The boy will see the ball in the hat,
and the dog will play with it.

The little girl and the boy will
play with the ball.

This is a big ball in the man's hat.



The boy can see it, and the little
bird in the cage can see it.

Will the big boy play with the
ball?

The big boy and the little boy will
play with the ball.

The dog and the boy can play ball.

Where is the boy's ball?

The boy's ball is in the man's hat.

Has the girl a ball?

The girl has a ball, and she can
play ball with it.

Can I play with the ball?

The dog and I can play with it.

This is the boy's ball.

See the boy and the dog play.

The dog has the ball.



Hints.—Take one of the pupils for an object. Lead the class to use the word.

NEW WORD.

mouth

Has the dog a big mouth?

The dog has a big mouth, and the
girl has a little mouth.

The dog has the boy's ball.

It is in the dog's mouth.

Can the boy see the ball in the
dog's mouth?

The big dog has the boy's hat. The
girl and the boy can see it in
the dog's mouth.

See the ball in the big dog's mouth.

Is the little ball in the boy's mouth?

The little girl has the little ball.



Hints. — Lead the pupil to become so familiar with *no* and *on* that he will distinguish between them.

NEW WORDS.

eat no

The man's hat is in the dog's mouth. Will the dog eat the hat? No; the dog will play with the hat. The dog has the boy's ball. Will the dog eat the ball? No; the dog will play with the man's hat and the boy's ball.

The dog has a big mouth, and can eat.

The girl has a little mouth, and can eat with it.

The bird can eat.



Hints.— Compare an apple and a ball. Lead the pupil to say that they are both round.

NEW WORDS.

apple round



Has the man a round apple?

No; the girl has a round apple, and
the boy has a round ball.

Where is the girl's apple?

The girl's apple is in the dog's
mouth.

Will the dog eat it?



The dog is playing with the apple.
The girl will play with the dog's
ears, and the boy will play with
the little round ball.

Can the girl play ball with the
boy?

The girl and the dog can play ball
with the boy.

Can the dog eat the apple?

The man, the girl, the boy, and the
dog can eat apples.

Is the girl's apple little and round?

The girl's apple is little and round,
and the boy's apple is big and
round.

See me eat this big round apple.

See the girl eat the boy's big apple.



Hints. — Teach *an* from *can* by sound *c/an*.

NEW WORD.

an

The man has an apple, and the dog
has a ball.

The ball in the dog's mouth is little,
and the apple in the man's hat
is big.

Can the man eat a ball?

No; the man can eat an apple.

The boy, the girl, and the dog will
play with a ball.

An apple is round, and a ball is
round.

The boy and the girl can play with
an apple.



NEW WORDS.

one two

I have two eyes, the man has two eyes, and the girl has two eyes.

Has the bird two eyes?

The bird has two eyes, and the dog has two eyes.

Has the boy one ball?

The boy has a big ball, and the girl has a little ball.

Will the boy play ball with the little ball?

The boy will play ball with the little and the big ball.

I have one nose, and the dog has one nose.

The girl has one apple.



Hints. — Do not allow *dive* for *give*. Require correct positions of the vowel organs.

NEW WORD.

give

Will the boy give me this big
round apple in the hat?

No; the boy will give the little girl
this apple, and the boy and the
girl will eat it.

Can I have the apple in the man's
hat?

I can have it. The man will give
me the apple.

Can the dog give me an apple?

No; the dog has no apple.

The girl will give the dog an apple,
and the dog will play with it.



Hints. — Teach *he* from *me* by sound *h/e, m/e*.

NEW WORD.

he

Give the dog a ball, and he will
play with it.

Give the boy an apple, and he will
eat it.

Give the man a dog, and he will
play with him.

The boy has a big and a little dog.
He will give the little dog a ball,
and the big dog an apple.

The little dog will play with the
ball, and the big dog will eat
the apple.

It is a big apple.



Hints.—Blackboard drill on *to* and *two*. Be sure the pupil knows the difference before he attempts the sight reading.

NEW WORD.

to

Give the ball to the dog, and the apple to the little girl.

The boy has two apples to give to the dog.

Will the man give a boy's hat to the girl? No; he will give a girl's hat to the girl, and a boy's hat to the boy.

The man will give a ball to the boy.
The boy will have a little ball, and can play ball with the girl.

Give the man's hat to the dog and see him play with it.



Hints. — Blackboard review of the words.

The dog is playing with the girl's apple, and the girl has no apple to eat.

The man will give the hat to the dog. The dog will play with the hat, and give the apple to the girl.

The dog has the man's hat. The boy and the dog will play with it.

See the big dog's ears and the little bird's eyes.

The bird can eat an apple, and the dog can play with the boy.

The big dog is with the man.



Hints.—The pupil will require much drill on *his* and *her* to distinguish between them.

NEW WORDS.

her his

The boy will give the girl her apple, and give his ball to the dog.

The girl can give an apple to her little bird.

Her bird has two eyes and can see her.

Is the boy playing ball with the girl?

No; the boy is playing ball with his dog. The girl has her little ball.



Where can the girl see her little dog playing with the ball?

He is with the boy, and the girl can see the boy.

The girl and boy have big round apples to eat. The boy will give his big dog an apple. The girl will eat one apple, and give her little dog one to eat.

The bird is in the cage. The girl will play with him.

The man will eat an apple with the boy and girl.

He has his big hat on, and will give it to the dog to play with.

The girl can see her ball in the big dog's mouth.



Hints. — Use objects in the room to illustrate *under*, — crayon under a hat, etc. Ask them if they ever saw any one under a tree.

NEW WORDS.

under tree



Where is the girl? Where is the dog? The girl is playing under a tree with the dog.



Is the bird under the tree? No;
the bird is in the tree.

Is it the girl's bird in the tree?

No; the girl's bird is in a cage.

Can the man see the girl and the
dog playing under the tree?

The man is under the tree with
the girl and the dog.

He can see the girl and the dog
playing.

Is the boy playing under the tree
with the girl?

No; the boy is playing with his
ball and the big dog.

Has the dog the boy's hat?

No; the boy has his hat on.

The girl has no hat on.



Hints.— Be careful that the pupil does not say *one* for *run*.
Drill on *r*. Teach *runs*.

NEW WORD.

run

The dog and the boy run under
the tree.

The girl runs to give her ball to
the dog, and the dog runs with
it in his mouth.

The boy, the girl, and the dog run
and play under the tree.

Run and play ball with me, dog.
Play with me, and I will give you
the ball.

The boy runs for the dog.

The dog runs for the apple, and
the girl runs with her doll.



Hints.—Teach *gives* from *give*. The pupil will soon recognize singular and plural forms without special drill, but the first term his attention should be called to them.

NEW WORDS.

if doll



The girl has a doll, and the boy
has a ball.

If I give the girl a doll she will
play with it.



If the girl gives her doll to the boy,
will he play with it?

No; he will play with his dog and
ball.

If the boy gives his ball to the girl,
will the girl play with it?

The girl will play with the ball
under the tree.

Will the girl play with her doll
under the tree?

The big girl and the little girl will
play with the doll under the
tree.

The doll has eyes, a nose, and a
mouth.

Can the doll see the girl with her
eyes?



NEW WORDS.

not cannot

Will the man give the girl and
the boy a doll?

He will give the girl a doll. The
boy cannot play with a doll.

Can the man see a bird in the tree?
No; he cannot see a bird. The
boy and the girl can see it.

Can the dog see an apple with his
eyes? No; he cannot see an
apple.

He can eat with his mouth and
see with his eyes.

The dog can play with the apple.
He cannot play with the girl's
doll.



Hints.—Be careful that the pupil does not say *fur* instead of *for*.

NEW WORD.

for

The dog will run for the ball. The
boy will run for the dog, and
the girl will run for the boy.

The girl will give the boy an apple
for his dog.

The boy will run under the tree
with the apple for the man to
see it.

Will the girl give her apple for a
big doll?

If the man will give her a doll,
the girl will give him the apple.

Dog, run for the ball.



Hints.—Review the words already taught. Special care in regard to pure tone.

Will the man give his hat for an apple? No; the man has his hat on.

Will the boy give his dog to the girl for her doll? No; the boy will not play with her doll.

He will play with the girl's ball and her little dog.

The boy will give the girl two round apples for her ball.

Is the big dog for the little girl to play with? No; the big boy will play with this big dog.

The little girl will play with the little dog and her doll.



NEW WORDS.

good bad

Will the good boy play with the bad boy?

No; the good boy will not play with the bad boy. The good boy can play ball with the little girl.

If the little girl is good, the man will give her an apple. If the boy is bad, the man will give the apple to a good boy.

Good little girl, I will play with you and give you a ball.

Good dog, I will give you an apple, and the good girl will play with you.



Hints.— Review the words already taught. Bright talks with the pupils in teaching every word.

NEW WORD.,

fun

It is fun to see the dog with an apple in his mouth.

It is fun for the boy to run with the dog. The boy will give the dog his ball, and the boy and the dog will run to the tree.

It is fun for the dog and for the boy to run with the ball.

The girl has fun playing with her doll and ball. Run and have fun!

It is fun for the man to see the girl and the boy play.



Hints.—Teach *jump* from the blackboard, and *jumps* from *jump*.

NEW WORD.

jump

It is fun to see the dog and the
boy jump.

The girl can jump with her little
dog.

The dog jumps for the ball, jumps
for the boy, and jumps for the
girl.

The girl has an apple, and the dog
jumps for it.

Jump on the tree, dog, and jump
for the ball.

The girl can jump her doll.

Dog, jump for the ball.



Hints. — Notice the position of the lips in uttering *b*. Teach *box* from the real object.

NEW WORDS.

box you

This is a little box. The dog cannot jump on this little box; he can jump on a big box.

It is fun to see the dog jump on the big box with a ball in his mouth.

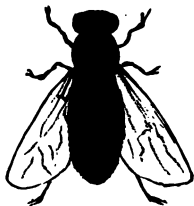
Jump on the box, dog, and the boy will play with you.

I have a little box for the ball, and the boy has one for his hat.

It is fun for the boy and girl to see the dog jump on the box.

The boy can jump on it.

Hints.—Use the word *fly* until both meanings are clear to the pupil.



NEW WORD.

fly

I see a fly; it can fly to the boy's ball. Can the boy see it?

No; he cannot see it. He can see one on the dog.

The fly can fly to the man's hat, and the bird can fly to the tree.

Where is the fly I see? It is on the boy's nose.

Little bird, fly to the tree.



NEW WORD.

kill

Will the dog kill the fly?

No; the bad boy will kill the fly.

The good boy will not kill the fly.

The fly will fly to the little girl.

The girl will not kill it. The dog will kill the fly if it is in his mouth.

The little girl's bird can fly to the tree. The dog will kill it if he can.

Bad dog, to kill the girl's little bird!

Will the bad boy kill the bird if it is on the tree?



The bad boy will kill the bird and
the fly.

The good boy will not.



LESSON XLVII.

NEW WORD.

buzz

The little fly can buzz, the dog can
run and jump, the boy can play
ball, and the girl has fun with
her doll.

The dog cannot buzz. The boy and
girl cannot buzz.

It is fun for the boy and girl to
see the fly.

Buzz, buzz, little fly; it is fun.

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doll have two ears and a nose.

The dog has two ears and one nose.

He can play with the girl.

The doll has two eyes and two ears.

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY